

Co-Teaching Rating Scale for Supervisors

RATING: 1=rarely; 2=sometimes; 3=usually				Comments:
1. Nonverbal communication is observed	1	2	3	
2. Both teachers move freely throughout the space	1	2	3	
3. Teachers appear competent with the curriculum and standards	1	2	3	
4. Teachers agree on the goals of the co-taught classroom	1	2	3	
5. Spontaneous planning occurs throughout the lesson	1	2	3	
6. Both teachers take stage and present during the lesson	1	2	3	
7. Classroom rules and routines have been jointly developed	1	2	3	
8. Many measures are used for grading students	1	2	3	
9. Humor is often used in the classroom	1	2	3	
10. Materials are shared in the classroom	1	2	3	
11. Both teachers appear familiar with the methods and materials with respect to the content area	1	2	3	
12. Modifications of goals for students with special needs are incorporated into the class	1	2	3	
13. Planning for classes appears to be the shared responsibility of both teachers	1	2	3	
14. The "chalk" passes freely	1	2	3	
15. A variety of classroom management techniques is used to enhance learning	1	2	3	
16. Test modifications are commonplace	1	2	3	
17. Communication is open and honest	1	2	3	
18. There is fluid positioning of teachers in the classroom	1	2	3	
19. Both teachers appear to feel confident in the content	1	2	3	
20. Student-centered objectives are incorporated into the classroom curriculum	1	2	3	
21. Time is allocated (or found) for common planning	1	2	3	
22. Students appear to accept and seek out both teachers' help in the learning process	1	2	3	
23. Behavior management is the shared responsibility of both teachers	1	2	3	
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs	1	2	3	

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<i>Respond to each question below by circling the number that best describes your viewpoint:</i>				
1: Rarely	2: Sometimes	3: Usually		
1. I can easily read the nonverbal cues of my coteaching partner.	1	2	3	
2. I feel comfortable moving freely about the space in the cotaught classroom.	1	2	3	
3. I understand the curriculum standards with respect to the content area in the cotaught classroom.	1	2	3	
4. Both teachers in the cotaught classroom agree on the goals of the classroom.	1	2	3	
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3	
6. I often present lessons in the cotaught class.	1	2	3	
7. Classroom rules and routines have been jointly developed.	1	2	3	
8. Many measures are used for grading students.	1	2	3	
9. Humor is often used in the classroom.	1	2	3	
10. All materials are shared in the classroom.	1	2	3	
11. I am familiar with the methods and materials with respect to this content area.	1	2	3	
12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3	
13. Planning for classes is the shared responsibility of both teachers.	1	2	3	
14. The "chalk" passes freely between the two teachers.	1	2	3	
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3	
16. Test modifications are commonplace.	1	2	3	
17. Communication is open and honest.	1	2	3	
18. There is fluid positioning of teachers in the classroom.	1	2	3	
19. I feel confident in my knowledge of the curriculum content.	1	2	3	
20. Student-centered objectives are incorporated into the curriculum.	1	2	3	
21. Time is allotted (or found) for common planning.	1	2	3	
22. Students accept both teachers as equal partners in the learning process.	1	2	3	
23. Behavior management is the shared responsibility of both teachers.	1	2	3	
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3	

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The Coteaching Rating Scale

General Education Teacher Format

Respond to each question below by circling the number that best describes your viewpoint:

1: Rarely 2: Sometimes 3: Usually			
1. I can easily read the nonverbal cues of my coteaching partner.	1	2	3
2. Both teachers move freely about the space in the cotaught classroom.	1	2	3
3. My coteacher understands the curriculum standards with respect to the content area in the cotaught classroom.	1	2	3
4. Both teachers in the cotaught classroom agree on the goals of the classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. My coteaching partner often presents lessons in the cotaught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. The special education teacher is familiar with the methods and materials with respect to this content area.	1	2	3
12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The "chalk" passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I am confident of the special education teacher's knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

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